

ALTERNATE COMPREHENSIVE HEALTH STANDARDS

STANDARD 1

Students comprehend concepts related to health promotion and disease prevention.

Alternate Concept 1: Use safe and healthy eating and drinking habits	
PO 1.	Communicate need for food and drink (e.g., say <i>more</i> , sign ‘more,’ open mouth, gaze at picture, relax stomach muscles to accept food through non-oral means)
PO 2.	Discriminate between food vs. nonfood items
PO 3.	Indicate preference for foods
PO 4.	Remove solid/textured food from spoon when being fed (e.g., coordinate manipulation of food, breathing, and swallowing)
PO 5.	Eat finger foods
PO 6.	Select bite size pieces (e.g., chew food sufficiently before swallowing)
PO 7.	Use eating utensils and napkin appropriately
PO 8.	Drink from a variety of containers (e.g., cup, glass, straw, sports bottle, can or water fountain)
PO 9.	Serve self at table (e.g., at home or cafeteria; carry tray without spilling, open lunch bag/box)
PO 10.	Consume food and drink from a known source and/or that has been prepared/ refrigerated properly (e.g., drink from own glass, not others)

Alternate Concept 2: Follow routines for personal health behaviors	
PO 1.	Communicate need to use toilet or be changed (e.g., use movement, vocalization or crying to express discomfort, ask location of toilet in new situations)
PO 2.	Assist in meeting toilet needs and routines (e.g., assist in transfer to changing table or toilet, adjust clothing)
PO 3.	Participate in maintaining cleanliness (e.g., allow washing of hands/face, bathing, washing hair, shaving, oral hygiene, nasal hygiene, and menstrual hygiene)
PO 4.	Assess and maintain appropriate personal appearance (e.g., hair grooming, nail care, use of deodorant)
PO 5.	Maintain and care for prosthetic devices (e.g., dentures, glasses, hearing aids, and braces)
PO 6.	Follow established routines (e.g., take medication, eat at scheduled times, drink fluids, and rest)
PO 7.	Select and purchase personal hygiene items (e.g., grooming items, deodorant, feminine hygiene products)

Alternate Concept 3: Select and wear appropriate clothing	
PO 1.	Locate own clothing and accessories (e.g., prosthetic devices, watch, and jewelry)
PO 2.	Dress or assist in dressing for school or work
PO 3.	Select clean clothing and change underclothes regularly (e.g., discriminate between clean and dirty clothes)
PO 4.	Select and wear clothes appropriate to activity/occasion/weather conditions
PO 5.	Select and purchase clothes appropriate for age/size/occasion

STANDARD 2

Students demonstrate the ability to access accurate health information.

Alternate Concept 1: Access health and emergency resources	
PO 1.	Communicate name and address, phone number and who to contact in emergency situations (e.g., laminated card, bracelet)
PO 2	Seek help for self or others when sick or injured (identify health concerns, e.g., point to where pain is, indicate <i>I am diabetic, I have allergies; contact 911</i>)
PO 3.	Use basic first aid procedures (e.g., wash minor cuts and cover with a Band-Aid, apply pressure to stop bleeding, apply cool water to a burn)
PO 4.	Schedule and keep medical appointments (e.g., take and show medical insurance card upon request, wait appropriately until called)

STANDARD 3

Students demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

Alternate Concept 1: Use strategies to ensure personal safety	
PO 1.	Travel in pairs or small groups in a variety of settings with adult supervision
PO 2.	Travel independently (e.g., travel about school grounds, cross streets with and without traffic signals, use public transportation and dial-a-ride)
PO 3.	Identify safe and unsafe situations (e.g., refuse to get into unfamiliar car, identify appropriate person(s) to ask for assistance if lost or in danger, identify inappropriate advances/touches, identify appropriate and inappropriate information to share when answering the phone)
PO 4.	Identify common dangers in the environment (e.g., water safety, car safety, latch safety, household dangers such as electricity, poison, hot stove and hot water)
PO 5.	Use small appliances and utensils safely (e.g., use care in using fans, matches, sharp and breakable objects)
PO 6.	Respond to environmental cues for safety (e.g. smoke, flames, fire alarm, exit signs, out of order signs, yellow tape lines, crosswalk signs)
PO 7.	Use household tools/ equipment safely and appropriately to perform a variety of tasks (e.g., cleaning solutions)

STANDARD 4

Students analyze the influence of culture, media, technology and other factors on health.

The IEP Team will determine the appropriate goals and objectives for this area based on individual student needs and culture.

STANDARD 5

Students demonstrate the ability to use interpersonal skills to enhance health.

Alternate Concept 1: Follow rules of home, school, work and community	
PO 1.	Discriminate between acceptable and not acceptable behavior at various activities (e.g., school assemblies, sports events, dances, and use of playground equipment)
PO 2.	Demonstrate acceptable behavior in the classroom, workplace, or community (e.g., such as courteous behavior, waiting in line at the grocery store)
PO 3.	Use communication skills in social context (e.g., show break card rather than throw materials; don't interrupt others, greet people appropriately; use phrases like <i>please</i> , <i>thank you</i> , <i>excuse me</i> , <i>I'm sorry</i> ; raise hand at appropriate times; use telephone politely; and display appropriate table manners)
PO 4.	Recognize and label feelings in self or others (e.g., point to pictures, use augmentative communication device, verbally identify feelings)

STANDARD 6

Students demonstrate the ability to use goal setting and decision-making skills to enhance health.

Alternate Concept 1: Achieve and maintain appropriate body weight	
PO 1.	Identify/categorize foods into basic food groups
PO 2.	Select healthy foods
PO 3.	Develop menus of balanced meals using the basic food groups
PO 4.	Use portion control
PO 5.	Exercise regularly

Alternate Concept 2: Purchase food items, prepare simple recipes, use correct utensils appropriately, and handle food properly	
PO 1.	Plan menu and shopping list using grocery ads (e.g., consistent with culture)
PO 2.	Shop for groceries within a given budget
PO 3.	Prepare simple foods using written or picture directions (e.g., use microwave properly)
PO 4.	Handle food properly (e.g., put away perishable/nonperishable goods in appropriate storage areas, store food leftovers)
PO 5.	Use kitchen appliances and utensils appropriately

Alternate Concept 3: Maintain safe/clean/healthy living environment	
PO 1.	Recognize need and initiate daily/weekly cleaning activities (e.g., full sink of dishes means it's time to wash, dry, and put away dishes, utensils and pots; take out garbage/empty wastebaskets; wash, dry, and put away laundry)
PO 2.	Use equipment and household cleaning products appropriately to clean surfaces, appliances, and fixtures (e.g., wipe table counters; sweep/mop floors; vacuum carpets; clean tub, shower, toilet; clean yard)
PO 3.	Maintain safe and clean environments (e.g., change light bulbs, lock doors, turn off water to stop overflow, put items away)

STANDARD 7

Students demonstrate the ability to advocate for personal, family, and community health.

Alternate Concept 1: Advocate for self	
PO 1.	Express needs and preferences (e.g., making choices such as need for adaptive materials or medications during class and community activities through gestures, signs, pictures or verbal communication)
PO 2.	Present information related to their disability (e.g., suggestions for accommodations)
PO 3.	Access advocacy and support groups for assistance (e.g., voice objections to barriers, know where to ask for help to make decisions about living situations and education)

ALTERNATE PHYSICAL ACTIVITY STANDARDS

STANDARD 1

Students demonstrate proficiency and the achievement of higher order cognitive skills necessary to enhance motor skills.

The IEP Team will determine the appropriate goals and objectives for this area based on individual student needs.

STANDARD 2

Students comprehend basic physical activity principles and concepts that enable them to make decisions, to solve problems and to become self-directed lifelong learners who are informed physical activity consumers.

The IEP Team will determine the appropriate goals and objectives for this area based on individual student needs.

STANDARD 3

Students exhibit a physically active lifestyle.

Alternate Concept 1: Identify and participate in age appropriate leisure activities	
PO 1.	Engage in passive leisure activities individually or with others (e.g., listen to music, watch television, go to the library, movies, performances, spectator sports or events)
PO 2.	Engage in active leisure activities individually or with others (e.g., games, sports, exercise, hobbies)
PO 3.	Use recreational facilities (e.g., arcades, parks, recreation centers, fitness clubs)

STANDARD 4

Students achieve and maintain a health-enhancing level of physical fitness.

The IEP Team will determine the appropriate goals and objectives for this area based on individual student needs.

STANDARD 5

Students develop self-initiated behaviors that promote effective personal and social interactions in physical activity settings.

The IEP Team will determine the appropriate goals and objectives for this area based on individual student needs.

STANDARD 6

Students demonstrate understanding and respect for differences among people in physical activity settings.

The IEP Team will determine the appropriate goals and objectives for this area based on individual student needs.

STANDARD 7

Students develop behavioral skills (self-management skills) essential to maintaining a physically active lifestyle.

The IEP Team will determine the appropriate goals and objectives for this area based on individual student needs.